CHILD STUDY

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CONTENTS

	Page
Editorial	98
Standards for the Nursery Age — Louise P. Woodcock	99
Before the Teens—What to Expect of Our Children — Rudolph Wittenberg	101
Youth Needs to Share Responsibility — Theodore Louis Trost, Jr.	103
Can We Educate for Maturity? — Algernon D. Black	105
Parents' Questions	107
Suggestions for Study Groups — Margaret Meigs	109
Science Contributes: The Role of Fluorine in Dental Caries	111
Cleo: A Story — Helen De Sola	113
Book Reviews	115
On the Air	117
Children's Books	118
The Editors' Mail	119
Trends and Goals in Sex Education	120
New Perspectives on Family Life	126
News and Notes	127

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HEADLINES

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How to understand and to manage a child's hostility toward parents, brothers and sisters, companions, even toward himself, is a problem with which every parent has to deal and about which many are becoming increasingly troubled. Helping the parent to be aware not only of the child's emotions but of his own in relation to this situation is one of the perennial tasks of all parent education leaders.

A carefully compiled report on "The Meaning and Management of Aggression in Children: A Contribution to Parent Education," prepared by the staff of Child Study Association of America for the International Congress on Mental Health, held last August in London, will appear in the Winter Issue of CHILD STUDY.

Papers on the effectiveness of books for public education in mental health and on the role played by children's books in child development, also prepared by members of our staff for the London Conference, will likewise form part of the next issue. The topic of the Winter number will be "Some Aspects of Mental Health."

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That CHILD STUDY readers enjoy discussion on subjects related to parent education is evidenced by the letters we are receiving. The editors welcome discussion by mail of all points of view expressed by the writers in the magazine. We are happy to serve as a medium for intelligent controversy in the child study field.

RESPONSIBILITY THROUGH EXPERIENCE

WHATEVER methods or theories of education we may follow, all agree that a major goal is to guide each child into responsible adulthood.

Responsible individuals are of course present in every kind of society, in every period and in every section of a population. The constant factor in their personality seems to be a result not so much of discipline or of instruction as of the relationship in which adults and children live together. For responsibility is primarily an attitude toward others rather than a matter of routines or knowledge.

The first sense of being responsible seems to arise out of *belonging*, out of identifying oneself emotionally with certain others. The child responds to those with whom he feels an identity of values and purposes or needs. He comes to identify himself with others, whether at home or outside, through sharing a variety of significant experiences, through sharing problems and efforts to solve them, through sharing defeats and triumphs—that is, through sharing mutual obligations for common ends.

The child grows in responsibility by sharing with those he likes and respects whatever there is to do, sensing their responses in approvals and appreciations and friendly help. He grows in self-assurance and self-respect, in his image or ideal of himself, as he grows in power or in capacity to help, as he feels that others need him and count on him.

The child learns to take responsibility after he has learned to use responsibility, after he has experienced his own share in a pattern of action in which he is a significant and respected member of the group. His growth in responsibility, however, may stop within the home, or with his age group, with the gang, with the school athletic team. How far the individual grows in responsibility depends largely on how wide a range of experiences he has a chance to share with others.

The challenge to all of us, therefore, is to see that children have a chance to become acquainted with people, not merely the members of the family or their own age mates. We must so manage affairs in our homes, in our schools and in our communities that the children may progressively take part in them, not merely "enjoy" the end results, learning about them only from the side-lines or from hearsay.

We have ample evidence, without waiting for wars or natural catastrophes, that young people in our times are as capable of becoming responsible as those of any other period. Much of the obstacle to their maturing into responsible adults lies in the fact that they are not included in whatever is important to the family or the community. We must assure them more and more opportunity to identify themselves with the larger purposes which concern us all.

THE EDITORS.

Standards for the Nursery Age

LOUISE P. WOODCOCK

LOUISE P. WOODCOCK is on the faculty of the Co-operative School for Teachers of the Bank Street Schools in New York City. She was formerly a nursery school teacher, and is the author of *Life and Ways of the Two-Year-Old.* She is also co-author of *Child Life in School.* Mrs. Woodcock is the mother of a daughter now also at the Bank Street Schools on the research staff, and the grandmother of a little girl.

THE helplessness of infancy draws on our protectiveness. Our runabouts delight us with their charms. We are proud and pleased at the earnest efforts of our four and five-year olds to find some order in the world around them. Then, suddenly for many of us, a day comes when an unwelcome truth is forced upon us. We realize that in many ways our children still act like savages, in other ways—after a brief demanding surge of independence—like solid lumps of inert matter.

It is all right with them—so it seems to us—if we keep on dressing them until they are grown. They prefer their playthings strewn throughout the house. Even if we insist that all things have their places and toys have their place in the children's own room, the children themselves seem quite content with a chaotic heap on their closet floor. They may like to keep their crayons unbroken, their books undamaged, but they don't work hard at it. They clearly don't mind tracking mud onto rugs; they would just as soon eat without washing their hands; being late does not ruffle their poise nor speed their leisurely gait. In short, though we love them as much as ever, we cannot discern that they have any standards, any budding sense of responsibility.

We feel that something must be done, and quickly. Must we double our efforts at "good habit training?" We wonder what standards we ought to set for a three-year old, a five-year old. Should we make it an issue that they dress without help, and at what age should this begin? Shall we demand that they pick up their toys unfailingly? Should we make them wait a moderate time for replacements if they break their playthings?

Let us define responsibility as well as we can in concrete terms, since young children cannot deal with abstractions and we are discussing children. Taking responsibility means: accepting certain tasks as your own, expecting to carry them through to the end, and doing so; doing things well, according to your ability; keeping promises.

Many of the tasks that we adults do, we have chosen for ourselves and doing them therefore gives us satisfaction. Other tasks, however, life has thrust upon us. We accept those, too, and try to do them with an equal sense of responsibility. They, too, have their rewards—the earning of a living, winning honor from others, clearing the way by dull preliminaries to some more desirable future goal. They offer, too, the important reward of preserving our self-respect.

We have learned a great deal in the last thirty years about children and their ways: what they do and do not do, what they can and cannot do. We know a little more about how they feel. We understand that maturing is slow but sure; that learning takes place most readily when it follows the natural pattern of growth, and "sets" most easily and securely when accompanied by pleasant experiences. Can some of this newer knowledge help parents to cope with this problem of responsibility?

First of all, we might remember that before we reached the stage of our present concern, in their babyhood days our children took on certain tasks in their lives without undue urging. Earlier or later, depending on appetite, skill of hand, and opportunity, they learned the business of feeding themselves. Earlier or later, depending especially on maturation and sympathetic help from kindly adults, they assumed control of elimination and adopted the toilet customs of their social group. These are basic physiological matters, close and personal to the child. Let's give him credit for them at least before we pass on to his later phases.

Some of the desirable virtues seem to come more smoothly and with less coercion in school than at home. In a five-year-old group in nursery school, when the weekly-rotating list of jobs is read and talked over, it is greeted by sounds of such rapt approval as homes might envy. "I'm paints!" "I'm juice!" "I'm napkins!" In this slightly obscure terminology, these small people express pleasure at taking on certain jobs as their own. The situation in school looks so easy. What is there about these special jobs that gives them their charm?

For one thing, they all have a close relation to the children's lives. It is *their* juice, *their* paints, *their* luncheon napkins with which they are dealing. Each child can see why these jobs need doing and feels that they are important.

For another thing, they are suited to the children's abilities. The pitcher of juice is not too heavy nor yet too full. It may be hard to pour without spilling but that is a challenge one can usually meet. If some days there are so many cups to fill that a small arm gets tired, somebody else will help.

For a third thing, each child can work in a pleasant buzz of companionship. Around him are all the other children bustling about on their own jobs—jobs that he has done himself some time and recognizes as important. Few of these nursery school tasks are unpopular, and working at them gratifies a child's urge to be doing, gives him the feeling that he is important in the life of the group. If anyone doesn't finish his job or does not do it well, the fact is known at once by his peers and they tell him so. Their approval counts.

We are coming now to something even more fundamental, the rewarding sense felt by the young child when he is being "responsible." As he grows out of babyhood, each child slowly and gradually forms a picture of himself as a person—a picture based on his experiences and the way he has seen himself meeting them. If conditions in his home make it relatively easy and quite generally pleasant to assume a good share of caring for himself, and, as his skill and judgment grow and mature, handling even more complex affairs, he will form a gratifying picture of himself. He will see himself as a person who can do things and likes to do them, a person that other people depend on, and he will like this feeling of adequacy.

Attitudes Are Basic

Attitudes in an individual are more basic than habits. "Good habits" really do not cling to us with the pleasant tenacity we should like to imagine. If they did, we might, with some coercion, train all sorts of good habits into our children, insuring them for all time against unwashed hands, unhung clothes, shelves in disorder, uncombed hair. But, as a matter of fact, even our own good habits which we thought so well established will drop away from us when they fail to be useful, when authoritative supervision lapses, or the current situation makes them too difficult.

Where then can we start, to bring about in our children this attitude of liking responsibility? Can we devise a recipe for finding at each age the kind of job a child will accept, thus experiencing a sense of satisfaction, adequacy, and self-respect? One of the many things we have learned is that children are different. Do we know enough to tailor his jobs to each single child?

Let us consider first what we know of the limitations of all young children, certain common denominators in their relation to maturity. We know that a small child's hands are inept. If a job is too hard for his present skill, he will not readily accept it as his. At nursery school, the two-year old takes on with zest the daily thrusting of his hat and coat into his ample wire basket. If one insisted that he hang them up with his still fumbling fingers, he would probably slump into a leaden heap and refuse to act. He likes the task suited to his eager but limited capabilities.

We know that at the pre-school age the attention span is short, that long-sustained effort cannot be expected in the very young. If a job is going to take too long—too many blocks to be put away, too many peas to shell for mother—a child will tire before he has finished. A short task finished is better than a long one left half-done. A job that can be whisked through quickly is still a job finished. A child will enjoy taking on such short-term duties. If a task proves long, a little help, judiciously given, will not interfere too seriously with the picture he is forming of himself as a worker adequate to his tasks.

What Children Like

Children like to make their own decisions, to have some choice about their affairs. Experience in making decisions is of consummate value in growing up. Allowing a child to plan the time for doing some task is helping him to grow toward maturity of judgment. This is often possible. "When are you planning to straighten up your trains, son?" the tactful mother asks. "You could do it before or after supper. You choose which time." Offering a choice between two small jobs will often make helping easier. "Barbie, I need a bit of help. Would you rather put the silver on the table or pour the water?"

Children like approval. "You certainly are a good napkin-folder," is pleasing praise. After all, giving thanks for help received is only good manners.

Children like company. Even in a home which appears sociable many tasks a child sees going on are remote from him. Father at work on the monthly bills, brother absorbed in geometry homework, mother struggling to graft a new look on a four-year-old dress, give little support to a small boy who has been

(*Continued on page 122*)

Before the Teens — What to Expect of Our Children

RUDOLPH WITTENBERG

DR. RUDOLPH WITTENBERG teaches Mental Hygiene in group and case work at the New School for Social Research. He has worked in child guidance clinics for a number of years and lectures extensively on his subject. His latest book, *So You Want to Help People,* is in wide use in professional and lay services. At present, he is the director of a social action-research experiment in community organization and mental hygiene in East Harlem.

WE become ready to assume responsibility or to do things for ourselves or for others as we gain gradual control over our purely instinctual drives and begin to tackle the life-long conflict between what we feel like doing and what we must do. It is important to understand how much frustration the given child can take in the given situation, but at the same time to avoid "protecting" the youngster from growth responsibilities, particularly if this "protection" is in reality a projection of our own needs.

We often find a parent who has been burdened with responsibility too early in his life, and remembering the pain of these years swings to the opposite direction, declaring: "I don't want my child to look back on his youth the way I look back on mine." This is clearly an example of a parent projecting his own need on that of the child.

On the other side we all know parents who regret not having been allowed to take part in the community life of the family, and so insist on "starting the youngster off early."

If we assume that responsibility means an ability to give to others with no other expectation of return but love, then this whole question of participating in the early family group hinges on the love relationship, the degree to which the child has been given love and is able to return it.

During the formative years this presents, as a rule, no great problem because the child is helping by imitating mother, at the same time gaining status as a participant. It is when adults begin to routinize the early pleasurable experiences of sweeping the floor with a toy broom, or ironing with a toy iron that they run into difficulties. As long as the activity is play the child is perfectly willing to accept it; when it becomes work it takes on a much different character.

As in all growing processes, the integration of the personality, not the quality of his performance at a given moment, is the goal. While it is true that we can get the youngster at the age of nine to do a great many things very well, we cannot afford to pay the price that such a task frequently requires. The pre-adolescent child is much less troubled than the two-year old in the process of discovering himself, or an adolescent who may revert temporarily to the two-year-old level. Actually, these in-between years are one of the calmest periods of childhood and one in which we find fewer learning difficulties than later on. The majority of problems brought to child guidance clinics are with children in the seventh and eighth grades. This implies that the youngster between seven and ten likes to learn and is able to absorb a good deal of new knowledge.

When his new role in his family group is intelligently interpreted to him he is usually able to do his share. What is his share at this age? The child between seven and ten is able, of course, to take responsibilities for dressing, occasionally even for selecting appropriate clothes, for thinking of his home work, for some practicing of the piano or the violin, for remembering an appointment with the dentist. He also is able to do his share in the home. He can and does make his own bed (particularly if he has gone to camp), he is definitely able to put his toys or books away, and to handle a small spending allowance of perhaps fifty cents a week. It is important that he be allowed to spend this amount as he sees fit—even on candy and comics. It is equally important that the parents do not replenish the money until the week is over, so that the routine becomes established.

Frequently at this age children like to help in the kitchen. They enjoy frying an egg or setting the table; they do not enjoy washing dishes, and who does? If we can accept and verbalize the fact that there are disagreeable aspects to any job and that washing dishes is one of them in the home, we are helping the youngster to assume this responsibility with us because we have shared our problems with him. When the nine or ten-year olds are left alone

in the kitchen to clear up they don't like it, expressing this resentment in various forms. They do not object as much if such a chore is shared with mother or father. In that way the youngster feels that he is part of the group instead of being left "holding the bag" all alone.

One twelve-year-old daughter told her mother that taking care of the house is "your job," but offered to help wherever possible. This seems a fairly realistic evaluation. The youngster at this age does have a great many tasks to do and it seems only right for parents to take their school work, their assignments in a school group, the learning of a dramatic part or the training for a game as seriously as they take their own jobs. If they fail to do this, then work to the child may easily become associated with punishment, a very unfortunate association frequently fostered in institutions, camps, prisons, or the army—as well as in schools. To be given extra work because a job has not been well performed is just as unfortunate as sending a small child to bed for punishment.

Inconsistency Is Normal

The most difficult fact for parents to accept is that the child of this age does not perform consistently in any direction. He will clear up his room, make his bed, put all his clothes away, be dressed for breakfast with all his home work done, and be at peace with the world. And then, suddenly, without visible cause, he will read comics in bed until it is nearly time to go to school, leaving the bed unmade, grabbing a piece of bread and running, and leaving the mother with a great deal of work. It is good to remember that both these phases are perfectly normal, and that such changes of mood are no different with the youngster than with us, the parents.

How is the parent to handle the slump-phase? Is the mother to let the youngster just go and say nothing about it? Shall she leave everything undone and let him finish it when he comes from school at three o'clock? How many times should she send him back into the bathroom to clean the bath tub? How often is she to remind him of that letter to Grandma?

In answering these questions—and they can be answered here, of course, only generally—we need to remember that the attention span of the pre-adolescent child is not as short as it was in infancy, but also not as long as it will become later. By the time the youngster returns from school he has completely forgotten the morning at home, and his reaction to his mother's request to catch up with the unfinished job will depend on the experiences during the morning. If the "forgetting" is caused only by preoccupation with something which was more important to him at the time, handling the situation presents little difficulty because it will not occur very often. If, however, it constitutes a resistance, then we do need to be very careful to re-evaluate the total situation. As a rule, where the youngster has a healthy identification with the family, he will be concerned with the effect of his behavior on the rest of the group. When we find that he really doesn't care, or shirks his responsibility to punish the parent, we need to consult somebody who can help us to understand the mechanism of this response, because it is indicative of some deeper disturbance. In no case do we want to make a cardinal issue out of "taking responsibility," for this is not an isolated aspect of the total growth process, and cannot be taken out of its context.

Relations with the Younger Child

Parents frequently run into difficulties concerning the responsibility given to the in-between-age child for his younger brother or sister. It is pretty well known by now that the intensive rivalry of children in a family does not, as a rule, begin to show upon the arrival of the baby, because the very young and helpless infant seldom represents any serious competition. Very frequently the ten-year old loves to help bathe or feed the baby, but as soon as the infant becomes a person who has discovered "me"—his own ego—he does seriously interfere with the older child's role in the home. As long as the older child can see himself as a benevolent parent, as long as he can get compliance from the younger member, all is well. But then he discovers that the younger brother has a mind of his own, disagrees with him, is often right, and sometimes is backed up by father or mother. This situation is difficult enough for the older child without a parent's complicating it further by appealing to his "sense of responsibility." Sometimes he has to accept it because of pressure from the parents, but the effect is not always good on either youngster. Particularly where the difference in age is more than one or two years it is fairly hazardous, psychologically, to give the older one responsibility for the younger one. It is often convenient for the parent, who calls it "realistic." Actually it is not realistic at all but opportunistic, and like most opportunistic moves does not work in the long run. There are certain spheres of common interest between children in a family, but they are fairly limited. By offering the bribe of "you

(*Continued on page 124*)

Youth Needs to Share Responsibility

THEODORE LOUIS TROST, JR.

THEODORE TROST, who speaks so eloquently for his generation in this article, is a youth of eighteen who will enter the University of Michigan as a pre-law student this fall. Last year he attended, as a high school representative, the Second World Conference of Christian Youth in Norway and the YMCA conference in Sweden. He was elected a member of the National Commission of Children and Youth in 1948 and addressed the National Social Welfare Assembly in Washington last January on "Youth Looks at Education."

THERE has been since the war a growing self-consciousness among young people. I do not know if this is good or bad—it is probably a means of gaining security—but we are tending to identify more and more with one another, and the feeling among us is that, however indirectly related, "What hurts one, hurts all; what helps one, helps all!" There is also evidence that young people are banding together in groups which, among the more anti-social young people, take the form of gangs bent on destruction, and in high school and college to pressure groups which express their disapproval of authority by picketing and sometimes even by striking *en masse*. Between these extremes there is a large body of adolescent boys and girls, some well adjusted but many confused, unhappy and somewhat resentful. Individuals and agencies whose responsibility it is to keep law, order and a semblance of social standards are expressing concern; others less directly responsible are nevertheless often critical, even condemning, in their attitudes; while many parents are apparently helpless and at a loss to know what to do.

Appeals have been made in many directions to every agency from the church to the F.B.I. The blame has been laid on the war, on the failure of the church, on parents who "spare the rod," and even on just plain "cussedness" on the part of the young people. But, strangely enough in a democratic country, until recently few efforts had been made to get an explanation for this protesting behavior from the young people themselves.

As a senior in high school I believe in my generation. It is true that some of us have presented, and are still presenting, baffling problems to those responsible for our growing up, but it must be admitted that we have had a pretty "rocky" era in which to grow up. Most of us were born in the midst of the depression which ended only when our country plunged head-first into the most destructive, disorganizing war which history has ever known. We cannot blame our social disruption entirely on the war, however. Many people qualified to express an opinion claim that the war only increased and brought to light situations which already existed. This would seem to be true. Certainly the war accentuated the isolation of American youth from their elders, their communities, and the great wide world. It is this isolation, this being "shelved to grow up" (what those who would justify it choose to call "protection") that many young people believe to be the root of much of the present difficulty. As a result of being put aside from the realities of life, denied the chance to share both good and bad with their elders, young people have been left pretty much alone to adjust and adapt to the fast changing society which scientific and material change have brought about. Consequently, many of our social attitudes and habits seem bizarre to adults who can look back and remember times which to us are little more than legendary.

This estrangement between the generations hits hardest at the family where close emotional ties still exist but the necessary bonds of understanding and integration are gone. From a great social institution where children and grown-ups lived, worked, and, occasionally, played together, many an American family has become a kind of human "automat," a superficially efficient utility. Today there is little group sharing in the family of related responsibilities as a unified group; little sharing of experience or honest-to-goodness fun. True, in the most well-regulated households, the children have their jobs to do, but many of these have no meaning in relation to the over-all activity of the household. Indeed, many of them are created just to provide something for the young person to do because work is considered to be a virtue for its own sake. But work, to create a sense of responsibility, must have meaning. It must be essential. It must be such that when the job is done the young person will feel he has made a contribution to something that would have been incomplete without his help. Emptying the waste baskets and cutting the lawn are lonely routines. But drying dishes while Mother washes them; trimming the grass while Dad weeds the garden; or scraping off

the wallpaper in a room the family is redecorating—with all the mess and informality which accompany such a job—give the young person a feeling of being a member of a team. Such activities not only offer opportunities for sharing, but for many are creative and satisfying in themselves.

At home we also need greater opportunities for sharing in the social life of our elders. Much has been said in the past about the importance of parents knowing their children's friends, but little has been said about the importance of children knowing their parents' friends. Yet young people cannot be expected to be comfortable with adults if, from early childhood, they have been denied the opportunity to associate with them. I do not mean that children should be the center of adult attention, but I do mean that there should be more family-sponsored parties at which children, young people, and adults share together in a happy time. It is important for young people to have experience in meeting in the home what variety of personalities the social contacts of the family will provide. Inter-family picnics, neighborhood "open houses," seasonal festivities at which all ages celebrate together would do much to help young people feel that they belong in the lives of those to whom they look for encouragement.

There can also be a sharing of ideas and confidences between parents and young people. The "Do!" "Don't!" and "Did you?" monologues are all too typical and most young people believe they represent the extent and quality of much parental interest in the activities and thinking of their children. The dinner table, the trip downtown, or any other occasion when the family, or a part of it, is alone, offer appropriate occasions for Dad to talk a little about his job, or what he is thinking about the next presidential election; or for either parent to inquire as to what the younger crowd is thinking about the European Recovery Plan or what their reaction is, for instance, to Universal Military Training. The important thing is the implication that Mother and Dad are aware that the younger crowd is capable of entertaining an opinion and that what young people think (whether right or wrong) is worth hearing.

What Students Need

In the school, again, the attitudes of adults toward young people is the all important consideration. Only men and women whose purpose is *really* to help young people to grow mentally, emotionally, physically, spiritually, and socially should attempt to teach them. Far too much emphasis is still being placed in our schools upon the need for young people to sit back, listen to their elders, and then shoot for high marks. Book learning unrelated in subject and in quality to real life experiences is deadly. School administrators and personnel who help boys and girls to feel that life is real, that the school is maintained for *their* benefit, and that they are willing to guide the students in governing themselves, in planning for life within the school, even in sharing in the care of the buildings and grounds, will do much toward helping those young people toward responsible, happy living. Student government has been thought of too much as an extracurricular activity, rather than as an instrument essential to conducting a dignified, useful, happy school. Students might well be included as youth representatives to the Parent-Teacher Association, the school board, or even to curriculum planning committees. They should also be encouraged to plan and take part in school and P.-T.A. programs, student-faculty athletic contests, and student-faculty play productions. What students need increasingly from their teachers is more intimate contact through personalized instruction and more guidance toward effective, responsible living.

The Art of Living Together

Public schools are now offering everything in the curriculum from ceramics to courses in automobile driving. Very few are offering instruction in the all important and complicated field of human adjustment and personal relationships. When students show poor preparation in chemistry or English, the responsibility is usually placed with the syllabus or the curriculum, but when young people fail to measure up socially, the blame is very often placed upon the young people themselves. Yet few, if any, school systems have prepared a syllabus or provided a teacher to give instruction in the essentials basic to all happiness and adequacy—the fine art of living together with parents, teachers, authorities, neighbors, and with themselves.

Young people need to feel also they are a part of the community, perhaps as members of committees or boards concerned with the welfare and interests of their own age groups. In this capacity, they have already performed good jobs in helping to plan recreational activities and centers. Some of the more progressive communities have used young people in community chest money-raising, as members of junior speakers' bureaus, in writing and dramatizing skits for radio publicity, and in participation in junior town

(*Continued on page 114*)

Can We Educate for Maturity?

ALGERNON D. BLACK

ALGERNON D. BLACK, executive leader of the Society for Ethical Culture and head of the Ethics Department at the Ethical Culture Schools, is well known as a teacher and a social leader. His weekly radio broadcasts on Station WMCA "Ethical Issues in the News"—are followed by many listeners.

MORE and more people are becoming aware that we must educate for responsibility. The traditional schools assumed that the purpose of education was to give the child information and simple techniques. They assumed that authority and discipline and drill would not only facilitate learning but would also build character. The problem was to take the raw material, the child as an undisciplined little animal, and make him fit into a pattern of relationships so that he might become, as far as possible, a carrier of the cultural heritage of the past.

In reaction to this traditional attitude, a movement began which emphasized freedom and self-expression. The "progressive educators," aware of the tremendous potentials in children, concentrated upon releasing these potentials instead of merely upon giving information, drill and discipline. They hoped to liberate the child's gifts in creative expression. This was freedom in education, but not necessarily education for freedom.

It becomes increasingly evident that neither extreme of education, either through external discipline or through self-expression, is enough. To train the child to obey and conform may please adults. He may give back what adults wish, fit into a pattern in the classroom, assembly hall or examination room, but without any guarantee of an inner experience of his own or a gain in real learning or understanding. There is no assurance that once the external authority is removed the child will be self-regulating and self-disciplined. Similarly, the child educated through self-expression does not necessarily achieve constructive relationships with his fellows or inner discipline. More and more, therefore, we are realizing that as an educational method freedom and self-expression are questionable, especially when in the family, the school and the community children and youth are sheltered from responsibility and the opportunities to meet actual needs without which their freedom and self-expression are meaningless.

In most farm families conditions make the growing-up process a natural preparation for responsibility. All the work of survival—clearing snow from the roof and the road, cutting wood to keep the family warm and to cook their food, rounding up the cattle, milking the cows, fetching water from the well, planting and harvesting, meeting the emergencies of fire or illness—demands the strength, energy and skill of every member of the family. From the earliest years the farm child sees the need of his work and makes a contribution to family welfare, and so without any talk about either "discipline" or "freedom" is educated for responsibility. The farm child cannot be sheltered from knowing the facts of life and, initiated naturally into an understanding of what life demands of people, grows in maturity. Not only does the farm youth feel this call to responsibility in relation to his own family, but he is also called upon to help his neighbors in all sorts of emergencies.

The city youth, however, is sheltered from feeling needed, that there are necessary chores to be done, that he is an essential contributor to the survival of the family or the community. This is due largely to the fact that many of the services which weld the farm family together are furnished to a city family by the community—food preparation, canning, bottling, heat, water, laundry facilities, to say nothing of recreation, education and transportation. The city child feels that the family unit does not need his contribution, and indeed, in middle-class families is almost completely sheltered from any responsibility in relation to the family. He may never see his father's place of work or understand the activities which enable him to bring home an income. To this child, his father's checkbook is a magical instrument which pays the rent, the insurance, the food bills and other expenses.

In the working-class family of the city there are more common chores to be done. The lower income makes it impossible to afford milk and grocery deliveries and so the youngster goes out to shop for his mother. Many tenements have no central heating and children must forage for wood and coal for the kitchen stove. So also with the laundry—the children carry and heat the water, hang out the clothes and help with the ironing. Above all, the problem of caring for the younger children falls upon the older

boys and girls. Mothers have to work and the little children of pre-school age must be guarded against the hazards of the streets. One of the amazing things in working-class neighborhoods is the extent to which children take responsibility for one another.

Only recently have modern educators begun to realize the importance of responsibility in relation to growth and maturity. In part this new awareness grows out of reaction to the mistakes of the earlier doctrine of "freedom" and "self-expression." In part it grows out of the actual experience of the depression years when many families were in economic difficulties and youngsters had to help as they had never done before. The hundreds of thousands who left home in order to relieve their families of the burden of feeding them and who hoped to earn enough to contribute something to the family income were part of the tragic but deeply moving story of the depression period. Youth facing idleness was bound to become demoralized and to get into trouble with the law, to lose faith in itself and to develop emotional illnesses.

Some Approaches to the Problem

To this problem the Civilian Conservation Corps made an approach with vision and imagination. The Government took unemployed youth out into the great areas where work was needed to preserve the great heritage of the rich natural resources of America. Young people by the scores fought forest fires and disease, built fire lanes and cared for tree nurseries, fought soil erosion and floods by building dams, constructed roads, improved public parks and built trails up steep mountains. Young Americans discovered America. They lived in different parts of the country that were strange and new to them. They discovered the wonders of nature, the vastness of the country and the satisfaction of being responsible for preserving and improving the common property of the American people. They learned how to live with others away from home, and to mix with youth of different racial and religious backgrounds. They acquired new skills which would be useful vocations in later life. In the better camps they were treated as responsible human beings, capable of living, working and playing together and so preparing themselves for the responsibilities of freedom.

The National Youth Administration also attacked the problem. Primarily an effort to help young people to remain in school, it also helped them to assume responsibility in relation to their families, to their schools and to their communities. Thousands and thousands of young people of high school and college age worked in libraries, laboratories, playgrounds, etc., performing countless useful services which made them feel part of the larger community and helped them to grow personally. A generation of youth was thus helped to find itself in work and to grow into responsible adult life with faith.

Then came the war and suddenly this unwanted generation found itself needed by the community. The country was in danger. Techniques of modern warfare require the energy, speed and coordination of youthful bodies, eyes, hands and minds. The boy still in his teens was more necessary in the fight for freedom than his elders. He was entrusted with fighter planes, bombers and equipment that cost thousands of dollars and involved hundreds of lives. The fate of freedom depended upon youth. The boys who left for war came back men. The girls who served as WACS, WAVES, SPARS and in the Red Cross came back mature young women. They had found that they could be trusted as responsible beings working for the common welfare.

Here again, because of the war crisis and the scarcity of labor, many families had to turn to the younger members to carry on some of the chores and services. On the farms and in many city homes children and teen-agers replaced the older brothers and sisters away in the war. In the schools children took over the care of the library, served luncheons and did the cleaning. Cooperating on projects that were extremely important to the security of the nation—drives to economize on food, collection of fats and scrap, the preparation of buildings for blackouts, they discovered that citizenship could begin long before they reached the voting age. During this time, each child knew that what he did really mattered, that he, too, had a responsible share in the struggle to maintain freedom. The experience engendered in him a new respect for himself and for others and a sense of comradeship in working together for the common good.

War Changed the Schools

Under the impact of the war the schools, too, assumed more responsibility in relation to national welfare. Faculties which had been teaching subjects required by law or necessary for college entrance now began to reorganize the curricula to meet war needs. The physical education teacher realized that a boy who might soon be drafted would need a strong, healthy, tough physique. He would need perfect coordination and special physical skills. So, too, the

(*Continued on page 123*)

Parents' Questions

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Aline B. Auerbach.

My daughter of twelve seems to me to lack a sense of responsibility. She evidently expects me to wash and press her dresses though I have repeatedly offered to show her how. She always tries to get out of helping with dish washing; her room is in perpetual disorder. Shouldn't she be expected to do her share of household work?

Yes, I think she should, provided yours is the kind of household where all members of the family are in the habit of sharing work. Young people are likely to fall in line with chores best, when they see father, mother, brothers and sisters all pitching in as a matter of course and in good spirit.

You should allow, of course, for the fact that the early years of adolescence are often "sloppy" years (though there are great individual variations), and that even as young as twelve, girls are deeply absorbed in their own affairs: friends, dates, movies and radio programs, school events or just day-dreams. The practical affairs of a household seem to cut rudely across these more "important" matters. If your sympathy and interest in twelve-year-old concerns are lively and genuine, however, there is a far better chance that your daughter will co-operate with you in what you consider important than if you regard her interests as useless or trivial. A child who feels under constant criticism is always likely to react negatively even to reasonable requests.

I suggest that you seize some moment when you and your daughter have had fun together and are feeling pretty happy, to talk the whole thing over. If you keep your tone light, you may be able to put up to her the question of how she thinks some of these problems could be worked out. Ask her what *she* thinks it's fair to expect of her. Then offer to help with the jobs but not to do them all. Try to adopt whenever possible any suggestions from her which may mean a change for the better.

Responsibility for home jobs often lags behind other evidences of a sense of responsibility, but in a home with a reasonably happy atmosphere, it comes along in time.

How can you make a child more responsible about the things he undertakes? My ten-year-old never stays interested even in activities for his own pleasure unless I do all the arranging for him. He joined the cub scouts but forgets to go unless I remind him. He takes pictures with his camera but never bothers to perfect his skill or even keep his snapshots orderly. He starts all sorts of hobbies but loses interest after I buy him expensive equipment.

Boys of that age are apt to shift easily from one interest to another. They are, so to say, sampling what there is in the world to do. In a world "so full of a number of things" this is one way of feeling their way to more permanent interests. Providing your son with the necessary equipment for this sampling is like giving him the tools for his education, but by all means resist buying the *luxury* items for a hobby until you are sure he is going to continue his interest in it. Resist also the temptation to press *your* interest in activities you think would be "more worthwhile" for him than those he would rather be doing. Perhaps his present interest in photography lies not in the skill or artistry of the end results but only in the fun of messing around in the darkroom. If joining the cubs is something he thinks you are pushing him into "for his good," perhaps he goes only to satisfy you, in which case he may hope you'll forget to remind him to go. Certainly there may be times when he will want you to suggest things to do. He may also need your help in getting the necessary materials and equipment. But let him be truly responsible for his own choices, even if he chooses sometimes to do nothing.

Your question suggests, however, that there may be something more here than the shifting of interests in the average ten-year old. Sometimes children resist, by inertia, pressures which make them feel inadequate. Perhaps your son feels that you are expecting standards he cannot achieve, either in skills or in social relationships. In that case he needs less pressure from you, not more. Also be sure his physical health is up to par. Eventually he will find, through his own process of trial and error (often tantalizingly slow to adults), those activities that give him a satisfying measure of success, by his own standards. When this happens he will be more ready to follow through on them at his own pace.

A boy on our street was knocked down by an automobile. Fortunately he was only scratched, but it has made the parents in our neighborhood afraid to let their children play outside. We can't keep the children in or follow them around all day. How can we make them careful? At what age can they be trusted to play alone outside?

Children's business is to grow, to explore, to enjoy experiences. We don't want the freedom and joyousness of their play to be overshadowed by their anxiety for their own safety. That kind of carefulness comes at too high a price. It is we, not they, who should be on the lookout for danger. We must meet this challenge by providing adequate safeguards, helping our children to grow in self-reliance, and then standing back.

The kind of carefulness we want and can expect from our children is that quality of competence which comes with gradual experiences in self-management. Children are not able to assume responsibilities all of a sudden and without preparation. By the time a child reaches the first grade, he should have had many experiences in playing outside without direct supervision. When his *first* experience should occur, is harder to say. He may begin anywhere from two to four years with a brief excursion while a watchful adult is well in the background. Behind even that first adventure will lie many chances, indoors and out, to work things out by himself without interference from the adult who is there to protect, but not to hamper. Behind his independence must also lie many experiences in following directions and abiding by rules without resentment. Some neighborhoods and some activities are more hazardous than others. Your neighborhood may be such that certain activities will have to be banned. Scooters might be all right on the sidewalk, but balls on traveled streets should be saved for backyards or park expeditions. If your child is to be safe, your relations with him must be such that you can set reasonable restrictions on his activities and can count on his cooperation.

My fifteen-year-old boy just never seems to get his homework done. He has never been at the top of his class, but up until about a year ago, he always did his work and got average marks. Now he has become lazy, just lies around the house listening to the radio or doing nothing at all, and his last report card was so bad that I'm afraid he won't pass this year. What can I do to keep him from flunking?

There are periods in every child's life when the process of growing is almost a full-time job. We recognize this in babies, whose growth can be measured from week to week, and we demand nothing of them except that they eat and sleep and grow larger. Adolescence is another growing period, although the changes are largely internal and not so easy to observe. Maybe your son isn't as lazy as he seems—maybe a great deal of his energy is being used up in the physical business of growing.

Maybe he is busy, too, with growing up. Adolescence is a time when boys are suddenly faced with the imminent prospect of becoming men. They are made aware of this by new sensations, new desires, the threat of new responsibilities. Maybe, while he seems to be just lying around, he is trying to learn to cope with these demands that are beginning to assail him from both within and without.

If you can understand what is happening to him, perhaps it will be easier for you to help him. Of course you must try to keep him from flunking. Adolescence is, after all, not so simple a time as infancy, and he must meet certain demands while the growing process is going on. But don't push him too hard. If you can give him the feeling that you are on his side instead of against him, that in itself will be a help. You may be sure that even if he doesn't show it, he is unhappy himself about his bad grades. Perhaps the two of you together can plan a schedule which allows time for lying around as well as time for homework. You might even help him with his work, provided that you don't actually do it for him, and provided that you can help him without increasing the tension between the two of you. You may find that he will be surprisingly grateful. But be ready to let him take over as soon as he seems able to. After all, part of growing up is assuming one's own responsibilities.

So much for what you can and cannot do yourself. In addition, I would certainly discuss his work with his teacher, if you have not already done so. Is there something that has been happening at school this ye... that is too discouraging for him to cope with? Is he perhaps not getting the recognition to which he is entitled in the classroom? What about his relationships with the other boys and girls in his class? His teacher may be very helpful to you here. But if, after talking with her, you still have no clue—or even if you do have a clue—it might be wise to turn to a child guidance worker or a counselor who, in addition to special training, can draw on many years' experience of handling this kind of difficulty which you are facing for the first time.

Suggestions for Study Groups

MARGARET MEIGS

PLANNING A PROGRAM

A Year's Perspective: Begin your season with a well-planned but flexible program. Choose a central theme for the year, like "Growing Toward Responsibility," which can be developed in various ways.

Discussion Outlines: A great asset in keeping up the study club interest is well-planned outlines mapping out the areas to be covered during the season and with reference to a basic list of books. Groups with a membership in Child Study Association may write to the Educational Associate at Headquarters for help in developing these outlines.

Open Meeting: The small study club gains stature by organizing and carrying out at least one big meeting a year. The work incidental to such a meeting is as valuable as the prestige, especially if it includes a preliminary study of what topics the larger audience needs and what it is ready for and a critical follow-up of the meeting.

Group Activities: A discussion group is strengthened if the members can believe that their program goes beyond mere talk. For ideas about activities in connection with parent education see "Suggestions for Study Groups" in Child Study, Summer-Fall 1947.

Better Motion Pictures for Children: Your study group can do something about it. A kit can be obtained from the Motion Picture Association, 28 West 44th Street, New York 18, N. Y., which contains directions for setting up a suitable children's program in your local theatre.

Developing Psychological Services: Groups working toward the expansion of psychological services in their communities can get help from the consultation and field services of the Division of Community Clinics of the National Committee for Mental Hygiene, 1790 Broadway, New York 19, N. Y. To make most effective use of this service, it is advised that groups first make a preliminary survey of community needs and seek out the other persons and organizations in their community with whom they can best cooperate. Groups undertaking such a project should be prepared for a challenging but long-term and often discouraging task.

Directory of Psychiatric Clinics in the United States, published by the National Committee for Mental Hygiene, 1948 ($1.00) will give information about psychiatric services in or near your community.

The National Committee for Mental Hygiene is a membership organization with a diversified program. Its publications include two quarterly journals *Mental Hygiene* and *Understanding the Child* as well as many pamphlets. Members all over the country have the unusual privilege of borrowing books from the National Health Library. For further information about this service write either the National Committee for Mental Hygiene or the National Health Library, both at 1790 Broadway, New York 19, New York.

Reading: The following recent books are recommended as additions to the study club library. In various ways they illuminate aspects of the problem of "Growing Toward Responsibility."

Emotional Maturity. Development and Dynamics of Personality. Leon Saul, M.D. Lippincott, 1947.

Father of the Man. W. Allison Davis and Robert J. Havighurst. Houghton Mifflin, 1947.

Growing Together. Rhoda W. Bacmeister. D. Appleton-Century, 1947.

Just and Durable Parents. James Lee Ellenwood. Scribner, 1948.

Society as the Patient. Lawrence K. Frank. Rutgers University, 1948.

So You Want to Help People. A mental hygiene primer for group [school-age and youth] leaders. Rudolph Wittenberg. Association Press, 1947.

The following outline is based on the articles in this issue on the general theme "Growing Toward Responsibility," and is offered as a guide to readers who wish to use Child Study as material for group study and discussion.

BACKGROUND FOR DISCUSSION

Standards for the Nursery Age: We need to define responsibility realistically in terms of children's capacities. Nursery schools attempt to do this and we can learn much from them. Good attitudes are more important than good habits. Children's work experiences should be such that the child gets a picture of

himself as a person who can do things and likes to do them and on whom others depend. Of great importance is the example of persons in the home with like attitudes.

Before the Teens: We need to avoid both protecting a child to the point where he is cut off from the kinds of responsibilities that help him grow and also from loading him with demands and frustrations that he cannot manage. Genuine needs of the child must be distinguished from the parents' own emotional needs, and the family's convenience from the child's educational experience. Good work attitudes are interfered with if tasks are imposed as punishments. In setting work standards we need to keep in mind and make allowances for children's characteristic fluctuation in performance and interest, and to distinguish this from resistance.

Youth Needs to Share Responsibility: Youth finds the efforts of adults to shelter him as a denial of the opportunity to share real responsibility and resents jobs created to give him something to do. Youth calls for more family-centered activities at home and accuses the school and community of putting too much emphasis on competitive book learning, too little on human relations, creative thinking and learning through participation.

Can We Educate for Maturity? Educators have only recently begun to evaluate the importance of responsibility in relation to growth and maturity. Where, as in better off urban communities, children's services are not needed in the ordinary management of family life, imagination is needed in providing experience in social responsibility.

TO DISCUSS

How can the home adapt nursery school procedures in planning responsibilities for children?

Relate the discussion of growing toward responsibility to problems of discipline; to aggression. (See "The Problem of Human Aggressions" Child Study, Summer 1948.)

Discuss ways in which inner needs of adults (parents, school boards, etc.) affect their planning for their children's growth in responsibility.

Secure the reaction of other young people to opinions expressed in Youth Needs to Share Responsibility. Contrast adult and child in ways in which they assume and discharge responsibilities. Evaluate your community's sense of social responsibility.

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Science Contributes

THE ROLE OF FLUORINE IN DENTAL CARIES

TOPICAL APPLICATION OF FLUORIDES

A Word of Caution

The possibility of a simple prophylactic for preventing dental decay stimulates the imagination and stirs a new hope. Methods of control are known and practiced, but dental research now points to a new approach and the statistical evidence seems to support the value of the topical fluoride applications described on this page. But a word of caution may be added to the warning already expressed in the article itself.

These researches anticipate a 40 per cent protection from dental decay. It may be difficult for an individual to appreciate the benefits when, for example, instead of ten new carious teeth, he develops only six.

It cannot, therefore, be too strongly emphasized that while these methods offer hope and some degree of protection, the time-tried methods of control, early examination and early treatment, must not be neglected.

HARRY STRUSSER, D.D.S., M.S.P.H.
Director, Bureau of Dentistry, Department of Health, City of New York.

THE demonstrated relation between the presence of fluorides in domestic water-supplies and the prevalence of dental caries in children has led directly to experimental studies on the effect of the topical application of various fluorides to teeth. These studies, although not uniform in methods or findings, have demonstrated the effectiveness of topically applied fluoride solutions in reducing the incidence of dental caries in children under certain conditions. Considerable work still remains to be done in determining the optimum frequency and method of such applications, but the use of topically applied fluorides by the dentist can now be recommended as a general preventive measure. This is not to say that the topical application of fluorides should be surrounded with extravagant claims to the individual patient or parent, for the present status of knowledge in this relatively new field will not support them. The toxic potentialities of a 2 per cent aqueous solution of sodium fluoride, when properly applied by the dentist, are not significant, though self-medication through the use of various fluoride-containing tablets and the home use of fluoride solutions may not be without dangers.

A study in the topical application of fluorides was initiated in 1942. Several investigators have noted reduction in caries activity in topically treated teeth. The mechanism by which this reduction is obtained by fluorides is not understood. The application of the sodium fluoride solution is held by some to decrease the solubility of enamel by permitting the fluoride ions to replace certain more soluble ions in the outer layer of the enamel surface. Other workers believe that the acid-producing potential of the dental environment is decreased by the use of fluorides which act as enzyme inhibitors.

The number of applications, the most effective concentration of the solution to be used and the duration of the protective effect must still be matters of speculation and investigation. The minimum number of applications for each tooth seems to be between four and eight. When the number of applications exceeds eight, there is no appreciable increase in effectiveness. There are indications that solutions of lower concentration than 2 per cent and different solvents may be desirable. Further study is needed before an estimate of the length of the protective period can be hazarded. The renewal of applications on an annual or semi-annual basis, therefore, may be indicated following an initial series of four treatments for each tooth. Topical applications to the teeth of adults have not been shown to be effective.

The results obtained may differ quantitatively in the individual patient from those which have been observed in controlled clinical investigation, since the conditions of treatment are not the same. Significant results can be expected, however, from the topical application of fluorides to the teeth of large groups of children. The regular visits to the dental office which fluoride applications entail will also serve to reinforce the benefits obtained in terms of improved dental health. Additional investigations in all phases of the topical application of fluorides should be made in order to determine more definitely the measures that will produce the most extensive and permanent results.

Synthetic Fluoride Tablets and Bone Meal Preparations

It has been demonstrated that children living continuously for the first twelve years of life in fluoride

areas have a lower caries attack rate than those residing in fluoride-free areas. It has not yet been established, however, that the addition of fluorides to fluoride-free domestic water supplies will produce similar or identical results. Large scale experiments are now being carried out in various parts of the country to determine the facts in this matter.

Dean [1] has reported on the relation between dental caries prevalence and fluorine concentrations in public water supplies in 7,257 children in twenty-one cities. The children who used waters containing as little as 1.0 part per million of fluorine experienced only about one-third as much dental caries as comparable groups of children using fluorine-free water. Studies in India, England and South Africa reveal a similar correlation between low caries experience rates and the presence of fluorine in drinking water.

All of this presumptive evidence indicated the necessity of determining by actual experience if the artificial fluorination of public drinking water would provide the same degree of protection that apparently is afforded by the fluorides naturally present in ground waters. Demonstration studies are now being conducted, and sodium fluoride is being added to public water supplies which previously had a fluorine content of less than 1 part per million. Upon the outcome of these studies in Grand Rapids, Mich.; Newburgh, N. Y.; Midland, Mich.; Sheboygan, Wis.; Evanston, Ill., and Brantford, Ontario, must rest the final evaluation of fluorination as a public health approach to the problem of dental caries.

For those communities interested in adding fluorides to the water supply simply for the purpose of securing whatever benefits might accrue, the advice of Jay [2] which represents the present consensus of authorities in this field, might well be heeded: "Until such time as the progress of these studies can be evaluated, the universal treatment of water with fluoride, except under rigidly controlled experimental conditions, is not indicated."

There is no evidence that this protective mechanism, whatever it is, can be effective through fluoride-bearing water supplies in persons after they have reached the age when the teeth are fully formed. It also has not been demonstrated that the ingestion of fluorine after the teeth are calcified will make the mechanism operative to arrest caries activity in man. Until more convincing data are presented, the use of fluorides in dentifrices, mouthwashes, tablets and lozenges cannot be recommended.

Reports on the practical use of fluorides in dentifrices are not impressive, and several investigators agree that present evidence will not support their use in mouthwashes in an effort to prevent dental caries. Several commercial preparations have recently been offered to the dental profession as dietary supplements in the control of dental caries. These often contain calcium fluoride reinforced with one or more vitamins. Since a synergistic action between vitamins and fluorides has not been fully shown and since the value of vitamins therapeutically in dental caries is not established, the use of these products must be considered empiric and undesirable.

In the same category are preparations containing bone meal and vitamin D. The Council on Dental Therapeutics of the American Dental Association, in a recent report, did not find either the bone meal preparations or the vitamin-reinforced tablets acceptable at the present time for inclusion in Accepted Dental Remedies.

Because of the great popular interest in the potentiality of fluorine as an effective agent of caries control, there is ample opportunity for the exploitation of the public and of the profession through the sale of useless and even harmful preparations. Dentists should examine these products in the light of acceptable scientific evidence before lending themselves to bring about their widespread use.

Condensed from *Fluorine and Dental Caries Control*, a leaflet of the American Dental Association, 222 East Superior Street, Chicago 11, Illinois, presenting editorials appearing in the *Journal of the American Dental Association*, Vol. 34, 1947, March 1, 15, and May 15. Information regarding the studies referred to in this article may be obtained from the American Dental Association.

[1] Dean, H. T., The Epidemiology of Fluorine and Dental Caries. A Symposium. New York: New York Institute of Clinical Oral Pathology, October 30, 1944.

[2] Jay, Philip, Fluorine and Dental Caries. J.A.D.A. 33:489 (April 1) 1946.

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Cleo

HELEN DE SOLA

HELEN DE SOLA, the author of *Cleo,* has been associated in an editorial capacity with several publishing houses, and is now on the editorial staff of CHILD STUDY, under the name of Helen Winner. Mrs. De Sola is the mother of twin girls, from whose experiences she has drawn for the content of this story.

WE were lingering over dessert. I had told the twins about the office, and now they were telling me about school. Jane gave an imitation of her teacher in a rage, and I was laughing at the flashing eyes and the red congested face, when I noticed that Rosemary sat silent.

I glanced at her. She seemed to be eating, and even smiled once or twice in a strained sort of way. For no particular reason I said, "I know a funny little girl who always cries when other people laugh." At once the corners of her lips drooped and her eyes filled with tears. She broke into violent sobs and threw herself into my lap. Mystified, I held her close, waiting for her to calm down. At last she stammered: "Cleo—Cleo! She's dead!"

Cleo was a very small turtle. Rosemary had bought and paid for her herself and loved her passionately.

"Are you sure, darling?" I asked. "You know you thought so once before and Cleo was only sleeping."

"No, Mommy, she's really dead! I wanted to tell you when you came home—but you were so jolly tonight—I didn't want to spoil it—but when you said that, I couldn't help it—*oh, Mommy!*"

We went into the twins' room and looked at Cleo.

"It's her head, Mommy. Look at her eyes. There's just two holes there."

Cleo's head stuck out of the shell, dry and shrunken. The little front legs were spread out motionless. An odd smell was rising out of the bowl. Rosemary was gripping my hand and looking at me with agonized eyes.

"Well, girls," I said quietly, "there's nothing we can do about it."

"I *told* her!" Jane suddenly said.

"It's not true!" Rosemary screamed. "Don't say it!"

"She didn't wash the bowl, Mommy. Not for a whole week."

"I did—I did. It's a lie!" Rosemary was shaking violently.

"She did not. . . ."

"Stop, Jane," I said sternly. "It doesn't matter. These little turtles often die however well you take care of them. We'll stop talking about that, and decide what to do."

I lifted the bowl and took it into the kitchen. How do you dispose of a dead turtle, I wondered? Four troubled eyes were fastened on my face. It was up to me to know.

"Well," I began hopefully, "we could throw it into the toilet, or send it down the dumbwaiter with the garbage."

"No!" Rosemary cried. "Not Cleo!"

"If we were living in the country," I said, "or had a yard, we could bury her."

"We can! In the park. Lots of kids dig there. Please, Mommy?"

We searched for a box. It must be strong and airtight and just right. We could find nothing that would do.

"I'll give you something," Jane said suddenly. She ran off and returned with a round, shiny can she had painted a bright blue and used for odds and ends. Rosemary was not permitted to touch it.

"Gee, Janey—gee," Rosemary said. After a pause, "I bought a new comic today, 'A Date With Judy.' Do you want it?"

"Never mind that. I said you can *have* it."

"Gee," Rosemary repeated.

She laid a piece of soft white gauze from a candy box on the bottom of the can. Then, without hesitation, she lifted Cleo gently out of her bowl and set her on the gauze. She looked at the dull and lifeless shell. Pouring some water into a glass, she let a few drops fall over Cleo until the green-black hue glistened again. Satisfied, she covered the turtle with strips of bright green tissue paper from an old Easter basket, and closed the can. We laid it on a shelf to await burial in Central Park the next day.

Jane went off to her room, and Rosemary sat down to write a card to be placed in the turtle's grave. Her soft brown hair fell across her face. Now and then she sighed deeply.

"Mommy—what was that river—when we named Cleo because she looked like an Egyptian queen?"

"The Nile, darling."

"How do you spell it?"

"N-I-L-E."

She wrote intently.

"I'm finished," she exclaimed.

"Let me see." I stretched out my hand.

She stood smiling self-consciously, twisting the card in her hands. "I wrote a poem, too."

"That's fine. Would you rather read it out loud yourself?"

"No, you can see it." She thrust the card into my hand and hovered around me anxiously as I read

Cleo's (Cleopatra) Birthday, Jan. 16, 1948

Died May 5, 1948

Nothing is too good for her.

Cleo was my turtle, my very own.

I bought her, I fed her and Cleaned

Her Bowl.

Cost $1.50. Worth $20.00

On the back of the card, in tiny script, she had written

To Cleopatra only

On her
Death

Your colors are that of the nile
And only that of the nile
I loved you to your dieing day
Wich so unfortunatly was today
May 5th was a day of misery and tears
Of tears and tears and fears and fears
For you did not live a hundred yrs
With tears and tears
I bid you farwell
" " " "

Today in May By Rosemary to turtle

"It's beautiful," I said. "It's the most wonderful thing you could possibly have done for Cleo."

"Really, Mommy? Really?" The anxiety left her face. Her eyes shone. She suddenly raised her arms and began to dance around the room. "I'm going to see what Jane's doing. So long, Mom," and she ran gaily down the hall.

* * *

The burial in Central Park was a prosaic affair. Jane saw a friend and rushed to join her before we had picked out a site. Rosemary dug a hole under a tree with an old soupspoon and put the box in. Not a tear was shed, not a tender word spoken. She shuffled the loose dirt over it, trampling it down hard with her feet. Then without a backward glance she ran off to join the other girls. I picked up the dirty spoon. The farewell poem still stood propped up against a tree, forgotten.

YOUTH NEEDS

(*Continued from page 104*)

meetings of the air. Community choruses for young people and adults who like to sing, and community square dances where everyone mixes naturally and freely, also offer opportunities for all ages to associate pleasantly on an equal footing. It goes without saying that churches and other character building agencies should offer programs which include young people in an important way in the activities of adults. The community which wishes to help young people to grow toward responsibility has an obligation to recognize their abilities as potential leaders and citizens, to welcome them and their thinking, and to support them in the undertakings which they initiate.

In other words, what young people need today—indeed what they must have—is to be firmly woven into the fabric of American life. They must feel that America belongs to them, and that they belong to America. This can be done through companionship and association with adults, through the recognition and understanding of adults, and through encouragement and support from them. In what activities the young people are included is less important than the attitudes and the essential approval of the adults with whom they associate. If the grown-ups will help young people to shoot for the stars at which many of them are aiming, the chips of routine will settle to the earth!

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Book Reviews

Growing Together. *By Rhoda W. Bacmeister. Appleton-Century, Inc. 1947. 325 pp. $3.50.*

One can understand why *Growing Together* was chosen for the *Parents' Magazine* medal. Here is a book for parents that a mother or father can pick up without wincing. This is a rare pleasure in these days of spare the rod and spoil the parent. It is particularly refreshing, after having been told so much and often about the growth of children and their parents' part in distorting it, to turn to a book which emphasizes the fact that parents and even grandparents grow, too. *Growing Together,* instead of concentrating on our mistakes, points the way to the satisfying shared experiences that make for richer parenthood as well as childhood.

> "We need to think of all members of the family as developing through natural growth patterns and through interaction. That is family living. Everyone is modified by it and, in his own way, everyone helps to form and direct family life."

As the scope of family activities and the factors that impinge on family life are about as big as the world, *Growing Together* necessarily covers a large area superficially. The book takes in not only the usual data of psychological growth and development but includes chapters on children's special interests: science experiments, nature interests, handcrafts. In a second section, "Child, Family and Community," family life is placed in a community setting. Environment, social status, housing, management of money, education and welfare are among topics discussed against this larger background.

Throughout the book Mrs. Bacmeister's approach is one of common sense and kindly understanding. She likes people, she enjoys life, she knows children. One wonders a little hesitantly whether she knows their parents quite as well. Sometimes the simple chatty style gives an awkward feeling of being dandled on the author's lap rather than helped to face up to facts by an adult who regards the reader as her intellectual equal.

This is due perhaps to the fact that several of the chapters of the book appeared originally in publications for which this style was more appropriate. Friendly and informal in a magazine, this manner of writing tends to become, in a full-length book, an irritating barrier between the reader and Mrs. Bacmeister's excellent material.

In order to accommodate this discursive approach to topics of such wide scope to the limits of an ordinary-sized book, it has been necessary to set the book in discouragingly small type. The more satisfactory solution would have been stringent editing to tighten up the style. With fewer words and better print, this book could rate as a top favorite in parents' reading.

MARGARET MEIGS

Father of the Man: How Your Child Gets His Personality. *By W. Allison Davis and Robert J. Havighurst, with a chapter by Helen Ross, psychoanalyst. Houghton Mifflin, 1947. 245 pp. $2.75.*

This unpretentious but important new book is a significant contribution toward parents' understanding of the complex structure of personality differences. W. Allison Davis and Robert J. Havighurst, both of the University of Chicago, draw upon the findings of a research study of 202 families, as well as upon their own wide knowledge and experience, to present a vivid, compassionate picture of children in families, and their constant struggle to meet the many demands put upon them by their parents and by the society in which they live. In simple, fine prose of high literary quality, the book is a challenge to parents, for it not only stirs their imagination with new insight and interpretations, but in a new and subtle way, provokes them to re-evaluate their methods of "training" and their goals.

Many other books have discussed the process of growing up, drawing from the rich store of psychoanalytical material. The original contribution of Davis and Havighurst, in addition to this basic understanding of human needs and of the deep motivations of human behavior, lies in their concept that the fundamental drives of individuals and especially of children are exposed not to one general attitude or response in our culture, but to many different attitudes or expectations depending to a large degree on the social and economic group to which the parents belong. This study focuses chiefly on the differences in training found among the so-called "middle-class" group as compared with those of the working-class or slum families. The "class" concept is one that may appear to the mother at first to be limiting and snobbish; the authors use it, however, in the broader sociologi-

cal sense to describe groups in terms of their educational, social and economic backgrounds, and do so with a keen regard for the variations among the individuals and families that make up these groups. Even allowing for the special hereditary and environmental factors that make for individual differences, strong tendencies emerge that characterize each "class" group. These offer a serious indictment of the methods of training, particularly in early childhood, of those very middle-class parents, who, the authors recognize, will constitute the bulk of the readers of this book. Parents will find it not just an indictment, however; it is full of positive, practical suggestions, expressing the authors' firm conviction that parents can use new interpretations and fresh understanding in guiding their children to fuller and happier lives.

ALINE B. AUERBACH

Emotional Maturity. *By Leon J. Saul, M.D. Lippincott, 1947. 338 pp. $5.00.*

Dr. Leon Saul, professor of clinical psychiatry at Temple University School of Medicine, has made out of the intricate materials and methods of psychiatry a stimulating and readable book which will meet the demands of both professional and non-technical workers in the field of emotional training. Because he takes such pains to be understood and never forgets the application of his theories to contemporary social problems, Dr. Saul's explanation of the emotional development of human beings should prove useful not only to the medical students for whom it was originally planned but to intelligent parents, educators, sociologists and even politicians.

In the first sections of the book he outlines eight important aspects of maturity—independence from the parent, productive capacity, socialization and domestication, capacity for "object interest," constructive aggression, a firm sense of reality, flexibility and adaptability, and freedom from inferiority, egotism and competitiveness. This definition represents the psychotherapist's ideal of what people would be like if they achieved full emotional development. He emphasizes that the road to the fulfillment of this ideal becomes blocked by the environmental and emotional experiences of the child which keep the individual from realizing his potentialities. "Scratch an adult," he says, "and you will find a child."

The author deals, in the second section, with actual disturbances in the eight principal aspects of emotional maturity. With the use of graphs and excellently chosen case histories, he describes the anxiety and frustrations of the dependent individual which lead to passivity, hostility and depression. The chapter on the effects of excess or deprivation of love is excellent. Parents who are seeking vicarious satisfaction by pushing their children to "success" are advised to read the chapter "Egoism, Competitiveness, Inferiority." Considerable attention is given in the chapter "Training and Conscience" to the formation of rebelliousness and guilt feelings. In comparison to other parts of the book the chapter on "Sexuality" is, unfortunately, incomplete and over-condensed.

Drawing upon his experience in treating psychiatric casualties among Navy personnel in the war, Dr. Saul gives a summary of the mechanisms in the production of war neuroses that is the best of any known to this reviewer. He believes that the cause of breakdown in apparently well-adjusted individuals lies in an emotional vulnerability, traceable to childhood incidents but well suppressed or compensated for in civilian living, only to be exposed again by the overwhelming stresses of war.

Dr. Saul includes, in the latter portion of the book, his own schematized explanations of the dynamics of behavior, with a careful definition of the key words to an understanding of the operation of the mind. He continually emphasizes the need for quantitative studies of the emotions and even attempts a formula in algebraic symbols.

Emotional Maturity is a tribute to the eclectic, open-minded scientific method. Dr. Saul draws freely on many sources—Freud and Ferenczi, Pavlov and Cannon, Alexander, Horney, Gesell, Ribble—and finds sources of insight into human nature in poetry, in plays like *Hedda Gabler*, or *The Late George Apley*, and in *New Yorker* cartoons. The book is somewhat repetitious, due, according to the author's explanation, to having been assembled from lecture notes and written over a long period of time. It reveals, however, a wide range of experience and curiosity and is studded with invaluable explanations of human behavior, comments on dreams and psychoanalytic therapy and explanations of psychosomatic disorders. Its chief contribution lies in its clarification of the course and the goal of emotional development. Without such a concept, our progress toward the elimination of "man-made" misery can only be halting and make-shift.

BERTRAM SCHAFFNER, M.D.

On the Air

IN A REPORT prepared for the National Conference on Family Life, held in Washington last Spring, the committee on radio in education surveyed a long and varied history of programs for family life education heard over the years. These ranged from lectures, interviews and forum discussions to drama and daytime serials. The fact that most of the programs noted in the report are no longer on the air suggests some important questions for which answers should be sought by those who believe in radio as a potential force in education for family life. Not all of these programs were good programs, judged by any standards. But some of them were. Why, then, did they fall by the wayside? Is there no way in which such a universal interest as family life can be made to pay off in terms of commercial sponsorship?

One of the answers may lie in the difficulties of combining education with showmanship. To present educational content effectively—even on such a vital subject—calls for a synthesis of the specialist's knowledge and radio know-how, which is not easy to achieve. Another difficulty may be that of timing: educational programs are usually relegated to hours least likely to command a large audience. Being on sustaining time (usually) they are also apt to be shifted to different spots from week to week, which militates against building up a weekly listenership. As a rule, too, they are launched without the fanfare that launches a commercial program. There is a great need for improved facilities for program-finding—to let potential listeners know what is available.

One solution for giving longer life and wider listenership to some of these specialized programs might be found if ways could be worked out for better distribution of recordings. In view of the enormous amount of time and accumulated wisdom that has gone into many of these programs it seems wantonly wasteful to let them die with only one hearing. Superb documentaries on such subjects as divorce, housing, delinquency, war babies, school needs, etc., have been presented within the year on major networks. The availability of these programs on platters is at present hedged round with legal and labor restrictions, as well as with the lack of regular machinery for further distribution. Sporadic and scattered requests are made by University stations for certain of these programs and arrangements are sometimes made for such use for in-school (non-profit) purposes. The number of spontaneous requests is, however, far too small considering the magnitude of the subject and the public need for education in it.

Community cooperation may be needed to provide the necessary impetus and machinery. For example, through the cooperation of the National Committee for Mental Hygiene, *The Inquiring Parent,* a parent-education question and answer series by Dr. Luther E. Woodward on Station WMCA—was made available to some thirty chapters of the Community Chest and Councils for local broadcast.

It would seem that some of the excellent lectures, forums, etc., heard in recent years might be given wider hearing in this way, through recordings by community groups, parent-teacher associations and others. A great deal of expert information and counsel might thus be made available to families in need of it.

Considerable thought and discussion has been given to this whole problem both by the radio industry and by educational agencies. It is to be hoped that some solutions will be found for facilitating this kind of dissemination of valuable and needed material.

JOSETTE FRANK

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Children's Books

THE enormous growth in the publication of comics books in recent years—an increase both in number and in variety—poses some difficult problems for parents. The current hysteria, ranging from sensational journalism to police censorship, has certainly offered them no help in the solution of these problems. On the contrary, it has served rather to add to their confusion and to intensify their anxiety. Nothing could be less conducive to constructive thinking or more disturbing to sound parent-child relationships than anxiety and confusion.

With a view to offering some practical basis for parental guidance in this almost universal problem, the Children's Book Committee of the Child Study Association is gathering and classifying about two hundred of the comics books currently displayed on the newsstands. This survey is not yet completed, but in the over-all picture certain changes and trends are immediately apparent. These changes have taken place in the last six years since the committee made its original survey.* Most obvious of these, and most deplorable, is the increase in the number of books which are frankly violent, vulgar, sadistic or "sexy." There has been, too, a noticeable addition in the "funny animal" type of comics, in the Disney tradition, however lacking in the Disney artistry. There are far too many new titles purporting to present "real crime." There is considerably more humor and nonsense, and less fantasy. And there is a wholly new category of books directed to teen-agers—a few of these vulgar, most of them just zany. There is also a refreshing new crop of old-fashioned Westerns. Of the categories listed by the committee in its earlier survey, there are still a large number which might be classified as adventure, fantastic adventure, history and biography.

Thus there is offered in the comics books, as in other periodicals, a variety of subject matter wide enough to meet many tastes and addressed to children from six through adolescence and to adults. They range, too, from careful editing and some good drawing to the most slovenly crude style and coloring. In some of these books there is a distressing perpetuation of obnoxious stereotypes, in others a heartening concern with good intercultural relationships. Some carry highly objectionable advertising (from guns to quick skin cures), others carry no advertising at all. In some the lettering is crowded and illegible, others use large and easy-to-read type, in well-spaced lines.

Like other books then, and, in fact, like all other modern media of entertainment or information, comics books present a problem in selection. The parent's job here, as in other reading, is, first, to acquaint himself with his child's spontaneous tastes and choices and then to help him develop critical standards within and beyond this range. Eventually, children do learn to distinguish between good drawing and poor, between interesting plots and characters and hackneyed stereotypes. With sympathetic guidance they come to recognize the valid and to reject the cheap and vulgar—in the comics as in other reading.

It should go without saying that along with this must go a widening of the child's horizons through contact with many other experiences, with richer and more real interests. Not only other books, but music, art and craft work, play activities indoors and out, games and hobbies, things to do with parents and places to go—all these or any of them offer opportunities for real adventure and achievement, more satisfying, in the long run, than the vicarious satisfactions of the comics.

There is, too, the question of quantity. An unlimited or exclusive diet of comics books is as unwholesome as an unlimited diet of anything else. Certainly the child who is excessively addicted to comics reading, to the exclusion of other activities and interests, needs help with emotional problems of which his comics reading is symptomatic.

We have a long way to go in understanding and directing this new medium which has grown into a social force almost overnight. We must learn to channel its potentialities with constructive wisdom. There is need for housecleaning within the industry, for setting up standards to meet children's real interests. There is need for easily differentiating between comics books intended for adults and those for children. There is need to develop usable criteria and guides to selection.

An effort in this direction will be the completion of the Child Study Association's present survey. While it hardly expects to find answers to all the complex questions it hopes to secure sufficient information to serve parents as a practical guide in a calm appraisal of comics books.

KATIE HART
FLORA STRAUS

* Looking at the Comics. 20 cents.

The Editors' Mail

We Invite Your Comment

The editors of CHILD STUDY need your comments upon the contents of our magazine. For the most helpful answer received to the following questions, we will send free a copy of "Parents' Questions." Write briefly and, so far as possible, explain the reasons for your preferences. Letters must be mailed by October 15, 1948.

1. Which article in this issue have you found most helpful and interesting and why?
2. Which topics have interested you the least and why?
3. What subjects do you wish to see treated in future issues?
4. What regular features—Parents' Questions, Suggestions for Study Groups, Radio, Children's Books, Book Reviews—do you find most useful?

Are you a parent, a professional worker or both? Address Editors, CHILD STUDY, 221 West 57th Street, New York 19, New York.

DEAR EDITORS:

I am troubled by the review of the Kinsey Report in your Spring issue. You asked Dr. Birch for a critique of its contribution to our deeper understanding of the sexual behavior of the human male, and he concluded that "it does not move." Can you be satisfied with a critique that completely overlooks the demonstration of cultural influences on sexual behavior contained in the Kinsey Report?

Dr. Birch cites its fundamental shortcoming when he points out that sexual conflict and repression were not allowed for in the interviews and analysis of information obtained, that we learn nothing about "*why* people utilize different kinds of sexual outlets," or about the quality of satisfaction derived. But to say that the "report merely (*sic*) tells us what some men do, and the frequencies of the doing in different social, regional and educational groups," is to say that students of personality can learn nothing from the striking differences in practice and attitudes among the different groups. My impression is that Dr. Birch leans toward minimizing the cultural context, while the Kinsey Report minimizes the human context.

I am not so sure as Dr. Birch that serious students of human behavior already knew what is contained in the Kinsey study. There is a lot in this report that was never hinted to me when I was getting an MS in Social Work. If I had had access to the Kinsey Report, I think I would have succeeded better in putting aside my middle-class attitudes toward sex while trying to help lower-class families.

Dr. Birch censures the Report for *implying* that our laws ought to be changed to conform to male sexual practices. But in making a point, valid enough in itself, that "statistical normality and desirability are distinctly different concepts," he reads his own interpretation into what is only an implication by the authors, accusing them of issuing a "call for a change of the laws," and declaring that they "present no evidence to support this idea and merely state a prejudice." There are prejudices in the Report, but a call to change the laws is not one of them.

I think it is fairer to say that throughout the text runs a thread of implication arising from an underlying motive of Dr. Kinsey's total research plan—to temper social judgments of sexual practices by broadening our knowledge of their forms and frequencies. Dr. Birch is right to insist upon standards and "the need of interpretation and explanation." I wish he had spoken more to this point. He might have demonstrated how the authors confuse our understanding of sexuality by their insisting upon a behavioristic definition of sex, how the clinical knowledge of serious students of human behavior can be correlated with the cultural and physiological data in the Report, or why such a correlation is impossible. And, if he believes at all in the cultural context, he might have considered the possibility that some clinical interpretations should be modified in the light of class attitudes and behavior. Then he would not have thrown the baby out with the bath and you would have had the critique you asked for.

FRANCES W. CHASE,
New London, Conn.

DR. BIRCH'S REPLY:

I am grateful to Frances W. Chase for her letter, both for its thoughtful interest and for the opportunity it provides to expand upon several points only hinted at in my original review.

As I see it, three points are made in the letter: First, that the Kinsey Report gives no reliable evidence on the sexual behavior of different social classes. Sec-

(*Continued on page 124*)

Trends and Goals in Sex Education

BASED on an appraisal of the Kinsey Report, "Sexual Behavior of the Human Male," a lively discussion took place at Child Study Association headquarters May 3, last, to evaluate sex education today. This program was part of the annual meeting for members. Dr. Mary Fisher Langmuir, president of the Association, presided. The panel consisted of Dr. Benjamin C. Gruenberg, distinguished biologist, Walter H. Wolff, principal of the William Cullen Bryant High School of Queens, New York, Mrs. Anna W. M. Wolf, senior staff member of the Child Study Family Counseling Service, Mrs. Sidonie M. Gruenberg, director, and Mrs. Aline B. Auerbach of the Family Counseling Service of the Child Study Association. The following is a summary of the remarks by the first three speakers:

BENJAMIN C. GRUENBERG:

I wish to summarize some of the findings, some of the affirmations of "Sexual Behavior of the Human Male," and raise some questions from the point of view of people concerned with what happens to their children. Perhaps the most startling discovery in the book for many people is the fact that there is no single American pattern of sex behavior. There are many patterns, varying with different sections of the population. Yet classes of society have always differed from each other in their outlooks on life; they have different values and different attitudes, which naturally come out in different behavior. Statisticians, economists and the Kinsey Report recognize six or seven classes, beginning with the derelicts, on through the first layer of the self-supporting, up to the top level, which is represented by top executives.

These classes, however, are not all self-perpetuating. Even in one generation there occur many transitions from a lower to a higher level, as well as from higher to lower. In this connection, the Kinsey Report shows that by the time children are seven or eight years old, they have already oriented themselves as to whether they are going up or down. By this, I do not mean, better or worse, but merely from one class to another. These class influences operate more continuously and more potently upon children than differences of education, of national background or of religion.

The next important point of the book is that these behavior patterns reported by Kinsey are quite incompatible with the official doctrines, legal requirements, church teachings, or any traditional acceptance of any group. From a strictly legal point of view, Kinsey points out that if we imprisoned everybody who violates the law, it would be necessary for five per cent of us to look after ninety-five per cent, which is hardly practical.

The third point is the utter futility of our so-called "sex instruction." Unfortunately, Kinsey does not make a distinction between instruction about sex and what passes for "sex education." When children reach the age when they can begin to get instruction by conversation or reading, their sex attitudes are already formed. Essentially it is the attitude and not the instruction which makes the difference. I should not say, however, that all the effort we have put into sex education has been wasted. We had to go through those motions in order to find out what the problem really is.

This fact of class distinction, of which most of us are not generally conscious, seems to me important. It is an historical incubus, a relic of feudalism which we have hardly outgrown. Prostitution is an example. Prostitution is present only when some people are in inferior positions with respect to others. This does not mean that they are inferior people, but that they have inferior status. One of the results of college attendance by people from many different backgrounds, with resulting exchanges and interactions, is that in the so-called upper level groups today, there is less patronage of prostitution but more promiscuity among themselves.

The basic problem which everyone has been considering in connection with this report is the "moral question." There is nothing in these findings to tell what is the correct pattern for human beings. In fact, the question is raised as to whether anybody knows a correct pattern. Kinsey finds that no given group can justify the pattern it follows on any rational ground. In our tradition there are two extremes of sex morality—extreme asceticism, which says that sex has only one function in life—the procreation of the species, so that any other use is morally wrong, and hedonism, the doctrine that wherever pleasure is to be had, it is legitimate. Kinsey suggests a third possibility—that since sex is a biologic function it must be acceptable in whatever form it manifests itself. From a biological point of view, this means that human beings are able to adapt themselves to almost any pattern of behavior, so that whatever is workable

organically, can become acceptable and satisfactory. Kinsey's findings cannot, however, relate the various patterns to the distinctly human value of that organism living in a modern democratic society. Yet the study does offer some valuable suggestions on the process by which social and economic status and religious or national traditions produce one pattern rather than another.

What then are the criteria by which we shall judge our sex education? One is emphasis upon the individual, which means that each person expects a certain amount of security and respect from others and expects to give the same to others. For anyone who has genuine regard for personality, most of the sex patterns Kinsey describes simply do not fit. The question is not whether one "believes in" pre-marital intercourse or homosexuality or other forms of sex behavior, but what goals we are working toward. These goals are not biological but social. Sex education must go beyond anything that the several sciences can tell us about the physiology of reproduction or even the psychology of infatuation. It must reach into basic values of human life and therefore involves philosophy or morals as well as science. It must attend to the formation of attitudes toward those values and specifically toward the individual person and toward mankind. Whatever sex education can possibly achieve, patterns of sexual behavior will grow out of what we come to consider sound attitudes and sound relationships among boys and girls, men and women.

ANNA W. M. WOLF

The Kinsey Report has no great surprises for any worker in the field of family counseling or for people who have much to do with human beings. It has, however, brought us to grips with certain new problems and focused our attention on the essential ones.

First of all, the Kinsey Report amply supports the concept, revolutionary thirty-five years ago, but clearly expressed for the past twenty years by this Association, that sexuality begins almost as soon as the child is born.

Another point on which we are in harmony with the Report is that teaching just the anatomy and physiology of sex is relatively unimportant. For years Child Study Association has emphasized that it is not the fact of sex but the attitude toward it that matters, but we stress, as Kinsey does not, the importance of unconscious attitudes. Perhaps the most just criticisms leveled at Kinsey are that he has not given ample scope to the importance of unconscious factors in dealing with sexual attitudes. To be sure, he has tried only to give facts, not interpretation, and though we know that it is impossible to give facts apart from feelings, we feel that he has done as good a job as could be done within this limitation.

Another point which comes out strongly in the Kinsey Report is that there are real differences in sexual development and in sexual needs, between male and female. Whether these differences are innate and biological or the result of our culture, is a matter we cannot know as yet. I simply point out that perhaps one of the real problems in the whole matter of sex adjustment is that men and women develop differently and have somewhat different sexual needs throughout life.

How do we meet these problems and how do we help our children to meet them? It is important to consider the goals we have before us. There was a time when sex education was advocated with the idea that "if you just tell a child the truth, he will stop thinking about it." Fortunately for the perpetuation of the race, this is not true. Satisfying curiosity on an informational level will never abate a child's sex curiosity or his sexual drives. Our goal, it seems to me, is to find out how to bring up men and women to have vigorous and happy sexual lives, with respect for each other, and respect for people of other kinds, and an ability to found a home that can endure.

But wholesome lip service to matters connected with sexuality is no guarantee that actual sex adjustment is on a wholesome level. Many people who express the right attitudes and put up a good front of being free and natural about these matters find that actually in their own sex life they are lacking. Why this should be is one of the mysteries of biological and sociological life. At Child Study Association, with our whole emphasis upon the very early relation between mother and child and particularly upon the child's relation to his own body, derived from his parents' attitudes, we have some possible clues. But we are still working with hypotheses rather than with known facts.

Parents often come to us and say in a troubled way: "How do we know, if we allow so much freedom, that our children won't experiment? How do we know they won't be petting when they stay out late?" There is no way to make sexual life safe. It is in the very nature of it that it cannot be. So we can only try to give the best that we know to young people. If we develop in them attitudes of responsible living and respect for other human beings, perhaps we can afford to leave them alone in their actual

sex practices and in the ideals they work out for their own sex lives. If they have this attitude of actual feeling for the other person, a sense of responsibility for him as another human being, the practices in which they engage will not be of great importance.

WALTER H. WOLFF

The major usefulness of the Kinsey Report, from the point of view of a school principal, lies in the need it points up for family counseling and personal guidance for young people. When teachers and administrators in schools open their doors and their hearts to children, they find out, without graphs and tables of figures, the very things that are in the Report. The variations in sexual behavior, with the serious guilt feelings they arouse, the profound personal problems they present—interfering with happy living, with school work and with friendship—have long been known to us. Again and again, those of us who are interested in young people's problems have been frustrated for lack of time or knowledge or trained personnel. If this is what people are like, roughly, it is clearer than ever that young people need understanding and that someone must be there to give them guidance and counsel. If the school can contribute to the development of happy and effective people, it must do so through its guidance functions.

Surgeon General Parran did this country a great service and made it easier to talk about the facts of life when he put the word "syphilis" on the front page. Kinsey, too, has made it easier for all of us, especially those of us who deal with children, to talk publicly and openly about the problems of growing young people. Think of how many hands are strengthened by the respectability of a ponderous, scientific report which very nearly succeeds in making sex dull!

HARRIET EAGER DAVIS

STANDARDS FOR THE NURSERY AGE

(*Continued from page 100*)

told to pick up his blocks before supper if he wants a story. A little companionable bustling around in his room while he works, an occasional bit of praise for his methods, an unobtrusive hand here and there to speed the job, will make the task more palatable, yet leave the child with a desirable picture of himself as a boy who puts blocks away at night.

Children are human like the rest of us. We are always so lenient toward ourselves. "I ought to have pressed that dress tonight but I just couldn't face it." "I promised I'd write that letter promptly and I haven't done it yet!" Children, like us, get tired and bored, or forget. We must grant them at least the same leniency we accord ourselves, instead of expecting perfection. If a child thinks happily of himself as a person who usually performs his duties, we should overlook inevitable lapses on a tired day or when play is too engrossing. We should try to avoid requesting help at a moment of intense absorption in play.

There is so much on every hand that children are having to learn. We want them to like the world they are in, be it hard or easy. We don't want to build in them a resistance to responsibility, which really stems from having to battle with too exacting a task. We want them to like their picture of themselves. If they don't like themselves, they will not like other people. It is of great importance to our world that they should.

To be considerate of children, however, and realize their limitations, does not mean expecting nothing of them. A parent who constantly does for her child things he could do for himself as well, or at least as well as they need to be done, is depriving him of needed experience and growth in a rewarding independence. Parents must not take on themselves the role of bond slaves, doing every part of each daily task related to their children. A normal baby can be expected to pay attention when he is being dressed, hold out a hand to put in a sleeve, a foot for a stocking. He can help us help him into his clothes long before he can do the dressing. There are ever increasingly difficult parts of the job to be learned. One by one he can take them on. We should ask it of him.

Certain rules are minimum for the care of materials. Bringing his toys in out of the rain, turning the pages of his own books carefully, not bearing down on his crayons till they break, not wasting paints—these are kinds of responsibility a child can be asked to assume very young. Quiet pointing out of the good that comes of such behavior—"Your truck will stay bright and shiny if you don't let it rust." "If you don't mark quite so hard with your crayons, they won't get broken"—is training in responsibility in the child's own concerns that can be carried on throughout his life. It is actually on no less mature a level than that of adults. If, that is to say, we adults are responsible, for the power of home example is great. A child growing up an important member of a pleasant home, seeing the people he loves the most carry on their duties with cheerful acceptance assumes that that is the thing to do. In

time, he'll take on his family's pattern of reliability as he does their custom of welcoming guests, caring for weak things, telling the truth.

If we don't try to force, too early and too rigidly, a perfectionist's dream of responsibility, frightening a child from his natural drives and making him shun the very word, we may be surprised in a few more years at the standards he has adopted. Time for maturing, happy experiences, faith and approval from the people they love will all help children to grow toward the goal of a personal code of responsibility.

CAN WE EDUCATE FOR MATURITY?

(*Continued from page 106*)

teachers of mathematics, science, languages, geography, history and social studies began to use their materials, techniques and understandings to prepare students for immediate responsibility in the world crisis. There is no doubt that the students themselves looked at their education in a new light and saw a connection between their studies and the responsibilities which they might soon be called upon to carry. Extra-curricular activities took on new meaning and greater importance—the student paper, the use of student government to further the work of the Red Cross, bond sales, scrap collection, blood donations, etc. The schools became as never before part of the fight for national security and democracy.

But as soon as the war was over the schools began to lose this sense of relationship to the community. The teachers fell back into their old patterns and the students soon lost sight of the connection between their studies and their community. This is a sad commentary on our educational system.

Despite this disappointing turn, however, it is a hopeful sign that during the years of depression and war children and young people displayed such energy and enthusiasm. They are still eager to break through the barriers which keep them from responsibility and maturity. Their drive to develop extra-curricular activities in the schools, to enlarge the area of student government is one evidence of their need. They struggle to achieve nominations and positions in the school community which carry real responsibility. In many schools teachers have begun to see the educational values in such activities as the school newspaper, clubs, dramatics and sports, and this is encouraging.

It is also encouraging that young people have responded so eagerly to the work camps. The Associated Junior Work Camps, the camps of the Unitarian Church and of the American Friends Service Committee have offered opportunities for young people to give themselves voluntarily to social projects involving physical labor, group living, and real responsibility. The Encampment for Citizenship is another example of young Americans from all over the country, of different racial and religious backgrounds, coming together voluntarily to prepare themselves for the responsibilities of citizenship. They live together, govern themselves and, without the pressure of marks or diplomas, concentrate in the midst of many distractions and the heat of summer on those studies and workshops which will help them to become well-informed citizens, equipped with the techniques of democratic action.

The individual growing up in a free society needs above all a faith in himself. That faith must come, in part, from the security and love which he receives in his home. As the years pass, his security and his faith in himself are more and more dependent upon the conviction that he is needed by the community, that he is capable of being trusted and that he can perform services which meet the physical, cultural and spiritual needs of his fellows. Above all, if he is to be fit for freedom, he must have a sense of values to give meaning to his freedom. The truly democratic person is one capable of using freedom so that his gifts and energies will contribute harmoniously toward the development of a decent social order in his community. He is fit for freedom because he focuses upon a purpose which includes the welfare of all men.

Giving children and youth opportunity for social responsibilities is an essential of education for freedom. It is the only way to prepare them to face the confusions and conflicts of our generation as mature and competent citizens, capable of handling human relations on an ethical basis.

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BEFORE THE TEENS

(*Continued from page 102*)

are big now," we cannot hope to improve the relationship or help each child to come into its own. The raising of the younger infant is most definitely not the older child's job.

Basically, it is the youngster's job at this age to learn to live with others, to be accepted in his age group, to take care of himself and the work which is legally his—assignments by the school. If the final goal is a responsible adult we need to remember that the youngster at this phase is further developed biologically and intellectually than emotionally and socially. This gap which is accepted in one aspect of his growth should be accepted for all, including the question of responsibility.

The best guide for our role in helping the youngster is his own reaction toward the problem of taking responsibility. If we really understand him and his needs he will let us know—not always in so many words—for how much responsibility he is ready, and what burden of the total family load he can comfortably carry. After the father has chopped wood, the ten-year old who has helped will stand by with outstretched arms and be willing to carry some of the logs inside. The father puts on one log and then another, looking at the youngster's face. He asks whether it is too heavy, and the youngster may say that he can carry more. Sometimes he will ask for more than he is able to handle, but if his judgment is fairly sound he will tell us himself how much he can do. If he has taken on more than he can handle he should be allowed to say so, to drop some of the logs and to go on carrying what is comfortable.

Our aim is to develop an adult who associates taking responsibility with pleasure, not with pain. Many adults take responsibility under pressure, and half-heartedly, so that their performance is without spirit and real feeling; their participation in the community is perfunctory and sporadic. Most of us will have to spend a greater part of our adult lives working for a living, taking responsibilities. How well we will do this life work will depend on how much of a chance we had to grow slowly toward this responsibility at any given phase of our lives.

THE EDITORS' MAIL

(*Continued from page 119*)

ond, that certain social work curricula insufficiently discuss regional, class, and cultural differences in sexual practices. Third, that Kinsey only "hints" persistently that our laws should be changed to conform to sexual practice but never openly advocates it.

1. The Kinsey Report would indeed have been a valuable contribution had it given *valid* information on the relation of class and cultural status to sex attitudes and sexual practices. It is part of the tragedy of effort in the Report that it fails to present such data. This failure stems from two causes. First, Kinsey's population sample violates every canon of sampling theory, and bears little or no relation to the population of the United States. His sample contains nearly 60 per cent of college people and the weightings of different religious, occupational, and regional groups is completely without relevance to any real population.

Secondly, Kinsey's concept of sexual behavior is to say the least physiologically crude and almost psychologically meaningless. Sex behavior for Kinsey is briefly the number of orgasms achieved and the organism with whom contact is made. Such problems as substitute channelization and psychological rather than physiological reasons for frequency of orgasm are ignored as though non-existent. Further, the concept of sublimation is completely misunderstood through eight consecutive pages of text.

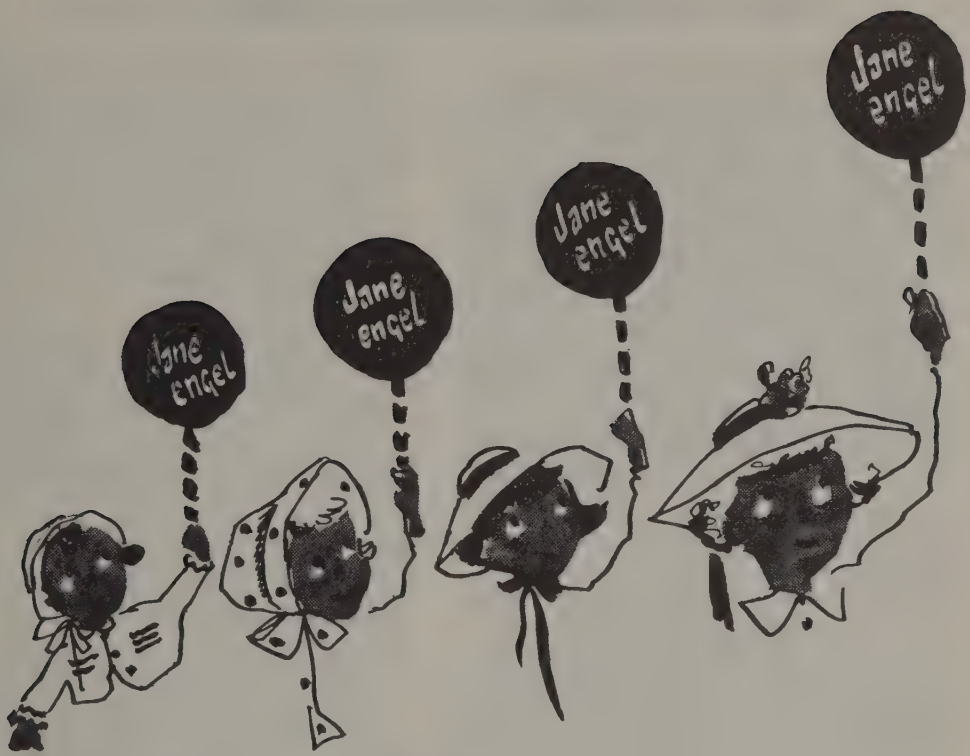
2. The Kinsey study is by no means the first attempt to study the relations between cultural and socio-economic factors and sexual behavior. Kinsey himself lists and briefly summarizes a dozen and one-half such precursors beginning with a study published in 1915. That such materials were not included in the curriculum for advanced social work study is unfortunate.

3. Granted that the laws regarding sex require change, the problem becomes one of what concrete changes are needed. To this problem Kinsey provides only an answer by implication—that the laws should be shifted to conform to current population practice. In my review of the Kinsey Report I pointed out that before such an implication could be supported as more than a prejudice, the desirability of current sexual practices would have to be demonstrated. Such a demonstration has yet to be tendered. The laws may need change but the Kinsey Report does not make a firm sign-post pointing a direction for legal reform.

HERBERT G. BIRCH

MORE READ-TO-ME STORIES

A companion volume to the immensely popular book READ-TO-ME STORIES. Prepared by the Children's Book Committee of Child Study Association. To be published in 1949 by Thomas Y. Crowell Company.



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New Perspectives on Family Life

THE National Conference on Family Life held on May 5-8, 1948, at Washington, D. C., brought together 900 representatives of 125 national organizations, representing a total membership of 40 million persons, all of whom are concerned with problems of the American family and its members. The delegates came from every state in the union, Alaska and Hawaii, and from 30 foreign countries, as well. The group included educators, physicians, public health workers, sociologists, ministers of all faiths, social workers, representatives of many government agencies and services, leaders and delegates of parent and youth groups, and representatives of many other professional and voluntary groups.

Preparations for this conference were begun four years ago and had continued with rising intensity. Twelve major committees and many subcommittees involving hundreds of individuals, conducted preliminary studies and prepared reports which were discussed widely in preconference meetings all over the country. These reports were then summarized in the form of "working papers" which were made available to the delegates before the conference began. They covered a wide survey of statistical material on family life and family services, an evaluation of the "dynamics of family interaction" through eight stages of the family life cycle, and specialized reports in the fields of community participation, counseling and guidance, economic welfare, education, health and medical care, home management, housing, legal problems, recreation and social welfare. These "working papers" formed the basis of the discussion carried on in small, continuous groups during the conference, groups in which representatives of many different professions and services pooled their experience and exchanged their points of view. There were also large plenary sessions at which some of the major issues facing our families today were discussed in broad terms.

Out of the welter of written and spoken words, there emerged some important trends and conclusions.

There was no doubt that the family constitutes the fundamental strength of a democratic society and as such must be maintained and reinforced for the further happiness of the individuals as well as for the well-being of the larger community. There was wide recognition of the problems that the family faces in our present culture, problems that have largely grown out of the profound changes in our way of life in recent generations, and that have been further emphasized by the adjustments of the post-war world. These problems were seen to lie in two main fields—first, those that have to do with interpersonal relationships within the family, and among groups at each level of social and community organization; second, those that have to do largely with environmental factors of housing, health, education, etc. It was clear, however, that these aspects of human life cannot be isolated one from the other.

The conference did not attempt to solve these problems in three days. It was rather the aim to foster a thorough awareness of these problems, and to evaluate the many services that families not only need but to which they are entitled, in order to function more completely. It was through the discussion of services that the main emphasis of the conference was reached —the need to co-ordinate all the resources of our knowledge and skills from all technical and professional and lay fields in order to achieve greater security for the family and its members—mental and emotional as well as physical and economic security.

In more specific ways, there was considerable stress on the need for education for family life at all educational levels, but especially, preparation for marriage and parenthood. This was seen to include sex education in its many aspects. The need for extended counseling services of many kinds were discussed, together with the necessity for more adequate professional training of counselors, for marriage and family guidance, for school and vocational adjustment.

There were many differences of opinion regarding socialized services such as family subsidies and compulsory health insurance. A major area of controversy developed about the matter of planned parenthood.

At the close of the conference, the delegates returned to their local communities not only with a great mass of factual material, but with a positive inspiration to further the coordination of efforts toward the enrichment of family life.

ALINE B. AUERBACH

DISCIPLINE—WHAT IS IT?

by HELEN STEERS BURGESS

A pamphlet thousands of parents have found invaluable. Recently revised—price 25¢. Child Study Association, 221 West 57th Street, New York, N. Y.

News and Notes

Suggestions and news for this page from other organizations are welcomed by the editors of CHILD STUDY. We shall be glad to publish all items which we consider of special interest, also to hear from our readers whether this department is of service to them.

Psychiatric Reports

Five reports have recently been issued by the Group for Advancement of Psychiatry — Shock Therapy; The Psychiatric Social Worker in the Psychiatric Hospital; Medical Education; Commitment Procedures; Public Psychiatric Hospitals. One copy of any of these reports is available to any professional person upon request and additional copies may be secured at a cost of ten cents per copy, plus postage. Address Chairman of the Group for the Advancement of Psychiatry, 3617 West 6th, Topeka, Kansas.

Children Under Six

A trend toward more schools for younger children is indicated in a bulletin, "Schools for Children Under Six," issued by the United States Office of Education. Recent popular interest in the extension of nursery school and kindergarten programs, the bulletin states, has arisen largely as a result of federally financed programs to serve the children of needy families and of war workers. Copies of "Schools for Children Under Six" (Bulletin 1947, No. 5) may be purchased for twenty cents from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

Maternity Center Association

The Child Study Association has continued to cooperate with the Maternity Center Association in the program of courses for expectant mothers given at the Maternity Center Association headquarters, 654 Madison Avenue, New York, N. Y. Aline B. Auerbach of the Child Study Association staff has given the last two lectures of each course of sixteen meetings, discussing with these prospective mothers some of the basic concepts of infant care, with special reference to psychological and emotional factors. Both organizations consider that the presentation of this material to young parents at this point is an important step toward the child's future mental health. During the 1947-48 season, from September to June, 631 mothers attended.

International Youth Library

The International Youth Library, established soon after the war to help the children and young people of Germany to keep in touch with the outside world through books and publications, is issuing a call for the cooperation of American organizations and individuals to assist in its further development. There is immediate need to supply these desperately deprived children with the following: books, children's paintings and drawings, records, films; CARE parcels, money for essential library supplies and the purchase of books. Contributions may be sent to International Youth Library, c/o Chief, Civil Affairs Division, 111 East 16th Street, New York, N. Y., or to International Youth Library, c/o The New York Public Library, Fifth Avenue and 42nd Street, New York, N. Y.

National Conference on Family Life

The President of the Child Study Association of America, the director and three staff members attended and took active part in the National Conference on Family Life, held in Washington, May 5-8, 1948. Dr. Langmuir and Mrs. Gruenberg served on the Technical Advisory Committee which was instrumental in planning the Conference; Dr. Langmuir and Mrs. Auerbach were leaders of two of the twenty-nine sections into which the Conference was divided, and each met for three parallel sessions for working discussion; Mrs. Wolf and Miss Frank served as recorders of two other sections. They all served also on different committees that prepared "action area" reports that were submitted to the Conference for discussion. See page 126. Dr. Ernest G. Osborne, Vice-President of Child Study Association, and newly elected President of the National Council on Family Relations, was program co-ordinator.

For Recreation Leaders

An opportunity to take part in actual training sessions for recreation leaders will be the innovation of the thirtieth National Recreation Congress to be held in Omaha, Nebr., from September 26 to October 1. The Congress offers also a full week of discussion and general sessions on a wide variety of topics of interest to professional and lay recreation leaders. Headquarters will be at the Hotel Fontanelle, Omaha. For further information

write to Recreation Congress Committee, National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

New Film Catalogue

Association Films (YMCA Motion Picture Bureau), 347 Madison Avenue, New York 17, N. Y., announces the release of its new 1948-1949 Catalogue of Selected Motion Pictures, available for rent from the Association. The list includes many films of interest to parents and professional workers in child development and the family. The New York main office will tell you where the branch nearest you is located.

Follow-Up of Washington Conference

Mrs. Sidonie M. Gruenberg presided over several sessions of the Mid-West Regional Conference on Parent Education and Family Life, held in Chicago last June, under the auspices of the National Committee for Parent Education, as a follow-up of the Washington Conference on Family Life. Dr. Ernest G. Osborne, Vice-President of Child Study Association, made the opening address and presided over the final session.

Child Development Center

An interesting report of a year's work in the Council Child Development Center in New York City has recently appeared. The purpose of the experiment, which will cover a demonstration period of three years, was the study and treatment of incipient emotional disorders in children, with a view toward prevention of later more serious disturbances, the training of professional personnel, and the maintenance of a research and community education program. Copies of the report may be secured by addressing Council Child Development Center, 227 East 59th Street, New York 22, N. Y.

"Parents' Questions" in England

The British edition of "Parents' Questions," written by the staff of the Child Study Association and published by Harper and Bros. in the United States, and by Victor Gollancz, London, has recently gone into its second printing. "I was amused, instructed, delighted and awed," wrote one English critic, and another, "It faces up to every difficulty of parent and child and should be on every family bookshelf."

Summer Camp Activities

Summer is over but still possible are the activities described in "Activities for Summer Camps," Arts Cooperative Service, Inc., 340 Amsterdam Avenue, New York 24, N. Y. ($1.25). This excellent pamphlet, received too late for review in the Summer issue of CHILD STUDY, offers many avenues to happy, creative leisure hours. Qualified persons briefly describe a variety of constructive activities most of which are equally well adapted to camp or home. Included are suggestions for various handicrafts, art and music experiences, nature lore from "Cricket Pets" to "Invitation to Astronomy," films and books on camping.

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